

INTERNATIONAL DISASTERS (EADP 4040)

Instructor: David A. McEntire
Semester: Summer II
Course schedule: TR 6:00 – 9:50 pm
Course location: WH 115

Office Location: Wooten Hall 366A
Office Hours: Monday 8:30 – 10:00 am
Tuesday 4:30 – 6:00 pm
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Course Description

The purpose of this course is to unveil the unique context of disasters at the international level. To achieve this goal the class will examine competing perspectives on the causes of disaster, discuss the actors involved in the international disaster network, and explore the differences among emergency management institutions across national borders. In addition, the course will underscore a myriad of challenges facing the global disaster community including poverty, politics, urbanization, the dilemma of disaster assistance, complex emergencies and terrorism. The course will focus heavily upon the relationship between development and vulnerability, and will identify current efforts to prevent and respond to disasters at the international level. Each student will be expected to gain a solid understanding of the obstacles that inhibit disaster reduction at the global level as well as possible solutions for overcoming those barriers.

Required Readings

- Wisner, Ben and Piers Blaikie, Terry Cannon, Ian Davis. 1994. *At Risk: Natural Hazards, People's Vulnerability and Disasters*. London: Routledge.
- Other readings will be distributed in class.

Students are also advised to stay on top of current disaster events and debates by reading a local or national newspaper, or the electronic editions of *The New York Times* (<http://www.nytimes.com>), or *The Washington Post* (<http://www.washingtonpost.com>). Other useful sites include www.cnn.com, www.icrc.org, www.interaction.org, www.disasterrelief.org, www.unisdr.org, www.reliefweb.int, and www.usaid.gov.

Course Policies

Attendance is required.

Arriving late is discouraged.

Participation is encouraged.

Reading weekly assignments is required.

Showing respect to other students is expected.

Make ups will be limited to special circumstances (and with prior notification only).

Extra credit will not be given.

Incompletes will be given according to department policy.

Plagiarism and other forms of cheating will automatically result in a failing grade.

Note: see the end of this syllabus for the university policy on Americans with disabilities, and the department policy on cheating and plagiarism.

Grading

Students will earn points through attendance, participation, a presentation, the term paper and two tests. Please note the following breakdown:

Attendance/Participation	20
Quizzes	60
Midterm	100
Presentation	40
Term Paper	80
<u>Final Exam</u>	<u>100</u>
TOTAL POINTS	400

A standard scale will be used for grading (i.e. 90% - 100% = A; 80% - 89% = B; 70% - 79% = C; 60% - 69% = D; 59% and below = F).

Attendance and Participation

Roll will be taken at least once each class session. The student should be aware that a significant number of absences will make it difficult for the student to pass the course as information from the lectures (in addition to the readings) will be used in the grading process. Students are encouraged to ask questions and make comments about relevant course material. If the class is actively involved in the discussion, each student should receive the full points available in this area. If the class appears to be uninterested in the subject matter at hand, points will be awarded to those who make thoughtful and relevant comments. Unscheduled quizzes may also be administered by the instructor and will be given inversely to class participation. Students who miss class will not receive points for that day as they are not present to participate in the discussion. Attendance and participation will amount to 5% of the student's grade.

Presentations

Approximately 10% of your grade will be based on student presentations. Students will be divided into groups and will provide case studies of disasters at the international level (e.g. Hurricane Mitch in Central America, Sahelian famine, Armenian earthquake, Guatemalan earthquake, Kobe earthquake, Montserrat volcanic eruption, Balkan conflict, complex emergency in Rwanda, etc.). Presentations should provide some background information about the country, discuss the issues leading up to the event, identify local and international response activities, and list what could have been done differently to prevent or better respond to the disaster. Presentations are to be no longer than 15 minutes. Additional information on student presentations will be discussed in class.

Term Paper

20% of the student's grade will be determined by a 5-6 page term paper. Students are to select one challenge facing the international community (e.g., poverty, urbanization, AIDS, economic development, environmental degradation, politics, ethnic conflict, etc.) and illustrate why it is a global problem. The paper should then link the problem to disasters in an explicit manner and discuss how it can be resolved in the future. Papers will be graded based on: 1) the extent to which the student follows the requirements of the assignment, 2) spelling, grammar and overall presentation, and 3) the degree to which the student incorporates other readings (there must be at least 5 citations from academic sources; the Internet can be used as a supplement to these 5

academic resources). The term paper will be due August 3. Late papers will have 20% deducted from the grade and term papers will not be accepted after August 5.

Quizzes/Mid-term/Final

65% of your grade will be determined by two quizzes and two tests. These will consist of true/false, matching, multiple choice, fill in the blank and short essay questions. The instructor will advise the student of the structure of the test in advance. Should unannounced quizzes be administered, the total number of possible points will be adjusted. No make ups will be given to those students who are absent when unscheduled quizzes are given. Make ups for quizzes, the mid-term and final will be limited to very special circumstances only and will require the instructor's prior approval.

Dates to Remember

Quiz 1	July 13
Midterm	July 20
Student presentations	July 22-27
Quiz 2	July 29
Term paper due	August 3
Final Exam	August 6

Session I: July 6

Introduction and overview of course

The importance of studying disasters at the international level

- Handout: McEntire, David A. 2001. "The Internationalization of Emergency Management: Challenges and Opportunities Facing an Expanding Profession." *International Association of Emergency Managers Bulletin*. October, pp. 3-4.

Session II: July 9

The context of international disasters

Competing perspectives on development and disasters

The relationships among development, vulnerability and disaster

The actors of the international disaster network

- Handout: Unknown author. "Common Characteristics of Developing Nations."
- Internet article: The Communist Manifesto
<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>

Session III: July 13

Quiz 1 (July 9-13 readings)

Guest Speaker: Bill George

Video: Earthquake in El Salvador

Video: After the Headlines are Forgotten

Student presentation preparation

- Handout: Kennedy, Paul. 1993. "Preparing for the 21st Century: Winners and Losers." *New York Review*. February 11, pp. 32-44.
- Book: Chapter 1

Session IV: July 15

Disaster research in developing nations
Emergency management in other countries
Issues in disaster mitigation, planning and response
The role of the media in publicizing international disasters
Politics, race and disaster relief

- Book: Chapters 2 and 3

Session V: July 20**Midterm exam**

The dilemma of disaster assistance
Culture, poverty, powerlessness and disaster

- Book: Chapters 4 and 5

Session VI: July 22

Case Study: The El Niño Flooding in Peru

Student presentations

Case Study: Hurricane Georges in the Dominican Republic

- Book: Chapters 6 and 7

Session VII: July 27**Student presentations**

Global corporations and technological disasters
Transportation accidents
Guest Speaker: Doug Henry

Complex emergencies, human rights and refugees

- Book: Chapter 8
- Handout: Middleton and O'Keefe. "Somalia." Chapter 3 in *Disaster and Development*.

Session VIII: July 29**Quiz 2 (July 27-29 readings)**

Issues in Multi-national Disasters

Terrorism

Video: Behind the Terror

Urbanization and population growth

- Handout: Tonnesson, Stein. 2002. "The al-Qaeda-US Conflict: A 'Global Civil War?'" Paper presented at the COST Conference, April 24, Stockholm.
- Handout: James K. Mitchell. 1999. "Natural Disasters in the Context of Mega-Cities." In *Crucibles of Hazard*. United Nations University Press.

Session IX: August 3**Term paper due**

Environmental degradation

Aids as a disaster?

The SPHERE Project

Linking development to disaster reduction

- "The Historical Development of the Sustainability Concept: Meanings, Trends and Implications for the Future." (under review). *Disaster Prevention and Management*.
- Handout: Mileti, Dennis et. al. 1999. "Toward the Integration of Natural Hazards and Sustainability." *The Environmental Professional* 17: 117-126.

Session X: August 5

The future of international disasters

- Book: Chapter 9
- Handout: McEntire, David A. and Dorothy Floyd. 2003. "Applying Sustainability to the Study of Disasters: An Assessment of Strengths and Weaknesses." *Sustainable Community Review* 6 (1&2): 14-21.

Session XI: August 6

Final exam

Recommended Readings

- Anderson, M.B. and P.M. Woodrow. 1989. *Rising From the Ashes: Development Strategies in Times of Disasters*. Westview Press: Boulder, Co.
- Aptekar, L. 1994. *Environmental Disaster in Global Perspective*. G.K. Hall: New York.
- Brown, B. 1979. *Disaster Preparedness and the United Nations*. Pergamon Press: New York.
- Committee on International Disaster Assistance. 1979. *Assessing International Disaster Needs*. National Academy of Sciences: Washington, D.C.
- Cuny, F.C. and R. Hill. 1999. *Famine, Conflict and Response: A Basic Guide*. Kumarin Press: West hartford, CT.
- Cuny, F.C. 1983. *Disasters and Development*. Oxford University Press: New York.
- Faulkner, S. et. al. 1989. *The Things We Give: A Critical Look at Donations in Kind*. Henry Dunant Institute: Geneva.
- Hewitt, K. 1983. *Interpretations of Calamity*. Allen & Unwin: Boston.
- Kent, R.C. 1987. *Anatomy of Disaster Relief*. Pinter Publishers: New York.
- Lewis, J. 1999. *Development in Disaster Prone Places: Studies of Vulnerability*. London: Intermediate Technology.
- MaCalister-Smith, P. 1985. *International Humanitarian Assistance: Disaster Relief Actions in International Law and Organization*. Martinus Nijhoff: Boston.
- McEntire, D.A. (forthcoming). "Development, Disasters and Vulnerability: A Discussion of Divergent Theories and the Need for Their Integration." *Disaster Prevention and Management*.
- McEntire, D.A. 2003. "Causation of Catastrophe: Lessons from Hurricane Georges." *Journal of Emergency Management* 1 (2): 1-8.
- McEntire, D.A. and C. Fuller. 2002. "The Need for a Holistic Theoretical Approach: An Examination From the El Niño disasters in Peru." *Disaster Prevention and Management* 11 (2): 128-140.
- McEntire, D.A. 1999. "Issues in Disaster Relief: Progress, Perpetual Problems and Prospective Solutions." *Disaster Prevention and Management*. 8 (5): 351-361.
- McEntire, D.A. 1998. "Balancing International Approaches to Disaster: Rethinking Prevention Instead of Relief." *The Australian Journal of Emergency Management*. 13 (2): 50-55.
- McEntire, D.A. 1997. "Reflecting on the Weaknesses of the International Community During the IDNDR: Some Implications for Research and Its Application." *Disaster Prevention and Management* 6 (4): 221-233.
- Mitchell, J.K. 1999. *Crucibles of Hazard: Mega-Cities and Disasters in Transition*. United Nations University Press: New York.
- Pan American Health Organization. 1994. *A World Safe From Natural Disasters: The Journey of Latin America and the Caribbean*. PHO: Washington, D.C.

- Pillar, P. 2001. *Terrorism and U.S. Foreign Policy*. The Brookings Institution: Washington, D.C.
- Sinha, D.K. 1992. *Natural Disaster Reduction for the Nineties: Perspectives, Aspects and Strategies*. International Journal Services: Calcutta.
- Varley, A. 1994. *Disasters, Development and Environment*. John Wiley & Sons: New York.

UNIVERSITY AND DEPARTMENT POLICIES

Disability Accommodation

The Emergency Administration and Planning Program, in cooperation with the Office of Disability Accommodations (ODA), complies with the *Americans with Disabilities Act* in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor within the first two weeks of the semester. Students registered with the ODA may present the Special Accommodation Request from that office in lieu of a written statement.

Cheating and Plagiarism

Definitions

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying others’ tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate department exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the department faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, problem papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Program[s] Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program[s] Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.